



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# *Washington School Improvement Framework Business Rules*

**2023**

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# OVERVIEW OF THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK

## Framing

The Washington accountability system, called the Washington School Improvement Framework (WSIF), is part of the state's Every Student Succeeds Act (ESSA) Consolidated Plan. The plan was originally approved in January 2018; the US Department of Education approved an [amended](#) version in January 2024.

As required by ESSA, the Washington School Improvement Framework uses five broad indicators, each comprised of one or more specific measures.

Broad Indicator	Specific Measures
Student academic achievement	<ul style="list-style-type: none"><li>English Language Arts (ELA) proficiency</li><li>Math proficiency</li></ul>
Student growth or another academic indicator	<ul style="list-style-type: none"><li>Student growth percentiles (SGPs) – ELA</li><li>Student growth percentiles – Math</li></ul>
Graduation	<ul style="list-style-type: none"><li>Four-year graduation rate</li><li>Extended-year graduation rate (five-, six-, and seven-year rates)</li></ul>
English language proficiency progress	<ul style="list-style-type: none"><li>Progress in achieving English language proficiency (ELP)</li></ul>
School quality or student success	<ul style="list-style-type: none"><li>Regular attendance</li><li>Ninth grade on-Track</li><li>Dual credit</li></ul>

There are three high-level steps for calculating WSIF:

1. Each measure is mapped to a 1–10 score. The scores between 1 and 10 are determined by deciles. That is, for each measure, 10% of schools receive a 1, 10% of schools receive a 2, etc.
2. The measure scores (within each indicator) are combined into an indicator score between 1 and 10.
3. Indicator scores are combined into an overall or composite score. The composite is a weighted average of the available indicator scores.

Each indicator and the overall score are reported at the school level by these student groups, outlined in our plan: All Students, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, Two or More Races, English Learner, Students with Disabilities, and Students from Low-income Families.

Because of COVID-19-related data disruptions, the measures included in the 2023 WSIF will use data points spanning the 2018–19 through 2022–23 school years. When calculating the 2023 WSIF, OSPI used the most recent three years of valid and reliable data, which varied by measure. Table 1 shows the school years used for each measure to create the composite scores.

# Indicators and Measures

**Figure 1: WSIF Data: Measures and Years Included in the 2023 Calculation**

ESSA Accountability Term		School Year				
Indicator	Measure	2018-19	2019-20	2020-21	2021-22	2022-23
Student Academic Achievement	ELA Proficiency	√	N/A	N/A	√	√
	Math Proficiency	√	N/A	N/A	√	√
Other Academic Achievement	ELA SGP	√	N/A	N/A	N/A	√
	Math SGP	√	N/A	N/A	N/A	√
Graduation Rate	4-Year Adjusted Cohort			√	√	√
	Extended Cohorts			√	√	√
School Quality or Student Success (SQSS)	Regular Attendance		Adjusted (Sept-Feb)	N/A	√	√
	Ninth Grade on-Track			√	√	√
	Dual Credit			√	√	√
English Language Proficiency (ELP) Progress	ELP Progress					WIDA (2022 to 2023)

The table reads: For the ELA Proficiency Measure, which is part of the Academic Achievement Indicator, data will be used from the following three school years: 2018–19, 2021–22, and 2022–23. Data for the 2019–20 school year is unavailable, and the 2020–21 data were waived from being included in accountability.

Each indicator is made up of one or more measures.

- The Student Academic Achievement Indicator is made up of two measures:
  - English Language Arts and Math percent that met Washington’s proficiency standard on the [Smarter Balanced Assessment](#) (SBA) or the [Washington Access to Instruction and Measurement](#) (WA-AIM) alternative assessment.
- The Other Academic Achievement is made up of two measures:
  - Median [Student Growth Percentiles](#) in ELA and Math.
- The Graduation Rate Indicator is based on the 4-year adjusted cohort graduation rate, with additional points possible for schools with relatively larger increases in their extended-year adjusted cohort graduation rates.
- The School Quality and Student Success Indicator (SQSS) is made up of three measures:
  - Regular Attendance is the number of students with less than an average of two absences per month of enrollment.

- Ninth Grade on-Track is the number of first-time 9th graders that have earned all attempted credits in their 9th grade year.
  - Dual Credit is the number of high school students that have completed a dual credit course.
- The English Language Proficiency Progress Indicator is derived from the results of the WIDA English Language Proficiency Assessment.

## **School Supports and Designations**

The lowest 5% of school scores establish a support threshold. For the 2023 calculation, the 5% threshold is 2.25. The 5% threshold is used to identify schools for school improvement support for schools with the All Students group below the threshold or schools with three or more student groups below the threshold. Schools can also receive support if their 4-year adjusted cohort graduation rate is below 66.7% or if their school is among the lowest 5% of schools when considering only the English language proficiency progress measure. For more information, refer to OPSI's Office of System and School Improvement [webpage](#).

# 2023 CALCULATIONS

## General Business Rules

This section contains general or overarching business rules as applied to the All Students group and each student group. Measure-specific details are in the following section.

Indicator Score Assignment: In the WSIF methodology, each measure is mapped to a 1–10 score. The scores between one and ten are determined by deciles. That is, for each measure, 10% of schools receive a one, 10% of schools receive a two, etc. Within each indicator, the measure scores are combined so that each indicator has a score between 1 and 10. Then, the indicator scores are averaged (using the weights in Figure 2) into an overall or composite score.

### General WSIF Rules:

- To receive a composite score, student groups need to have at a minimum:
  - a) Scores in Student Academic Achievement, Other Academic Achievement, and SQSS Indicators; OR
  - b) Student Academic Achievement, Graduation Rate, and SQSS Indicators.

Student groups without the minimum indicators will not receive a composite school score, but measures or indicators meeting the minimum N size requirement will still be displayed.

- Student Academic Achievement Indicator: To calculate, a student group must have either ELA or math proficiency measure scores. If a school has both, the indicator will be an average of the ELA and math proficiency measures.
- Other Academic Achievement Indicator: To calculate, a student group must have either ELA or math SGP measure scores. If a school has both, the indicator will be the average of the ELA and math SGP measures.
- Graduation cohorts are established by the year students first enter 9th grade. The class of 2023 (4-year cohort) were first-time ninth graders in the 2019–20 school year and had a designated graduation requirement year of 2023.
- Graduation Rate Indicator: To be eligible for additional points for the Extended Graduation Rate, a student group must have a score for the Adjusted 4-year Cohort Graduation Rate measure.
- Half-year Enrollment Requirement: A student must be enrolled 150 days from September 1st through June 1st and enrolled on October 1st. This requirement applies to ELA and Math Proficiency, ELA and Math Student Growth Percentile, and English Language Proficiency Progress measures.
- Students are connected to their primary enrollment records only.
- A student's demographic designation is pulled from that student's most recent enrollment file and mapped by SSID to Student Academic Achievement, Other Academic Achievement, SQSS, and English Language Proficiency Progress Indicators.

"Minimum N" Rule: In general, to be included in a measure, each student group must have at least 20 students over the three years of data. This rule is often called "minimum N-size," meaning the

minimum number necessary for the measure's denominator. The rule is applied to all measures for each student group and the All Students group. Details are in the measure-specific sections.

Data Sources for School Enrollment and Student Demographic Fields: Student enrollment and student demographics were pulled directly from CEDARS on January 8, 2024, specifically the following CEDARS elements:

- District Code: Element B02
- School Code: Element C02
- State Student ID (SSID): B05
- Student Federal Race and Ethnicity: Combination of L05 and M05
- Student Low Income Status: I06
- Student English Learner Status: File J
- Student Disability Status: File K

Accountability Appeals Data: For the 2023 WSIF calculation, schools that (a) successfully appealed the 2022 WSIF identification and (b) successfully appealed their graduation rate data (from SY 2021 or SY 2022) and updated their data prior to identification. This data update is an exception applying only to the 2023 WSIF identification because:

- Graduation rate data is used for multiple identifications (typically, identifications don't have overlapping years of data) and
- Tier 3: Graduation identification is based only on the 4-year Graduation Rate measure.

## 2023 WSIF Decile Scores

1. **ELA Proficiency Measure** is based on the percentage of students meeting the standard in English Language Arts on the SBA or WA-AIM assessments.\*

% Met Standard	Score
78 – 100%	10
70 – 77.9%	9
64 – 69.9%	8
58 – 63.9%	7
53 – 57.9%	6
49 – 52.9%	5
43 – 48.9%	4
38 – 42.9%	3
29 – 37.9%	2
0 – 28.9%	1

\*If the participation rate requirement is not met, one score point will be removed from the subject's score.

- 2. Math Proficiency Measure** is based on the percentage of students meeting the standard in mathematics on the SBA or WA-AIM assessments.\*

% Met Standard	Score
69 – 100%	10
58 – 68.9%	9
51 – 57.9%	8
45 – 50.9%	7
41 – 44.9%	6
35 – 40.9%	5
30 – 34.9%	4
24 – 29.9%	3
16 – 23.9%	2
0 – 15.9%	1

\*If the participation rate requirement is not met, one score point will be removed from the subject's score.

- 3. ELA Student Growth Measure** is based on the two-year median growth percentile in English Language Arts.

Median SGP	Score
≥ 60.5	10
57.0 – 60.4	9
54.5 – 56.9	8
52.5 – 54.4	7
50.5 – 52.4	6
48.5 – 50.4	5
46.0 – 48.4	4
44.0 – 45.9	3
40.0 – 43.9	2
< 40.0	1

- 4. Math Student Growth Measure** is based on the two-year median growth percentile in Mathematics.

Median SGP	Score
≥ 62.0	10
58.0 – 61.9	9
55.0 – 57.9	8
53.0 – 54.9	7
50.0 – 52.9	6
48.0 – 49.9	5
45.5 – 47.9	4
42.0 – 45.4	3
38.0 – 41.9	2
< 37.9	1



- 5. Graduation Measure** is based on a composite 3-year Adjusted 4-year Cohort Graduation Rate from the 2021, 2022, and 2023 cohorts. This indicator applies only to schools that serve students in grade 12 who are expected to graduate with their Adjusted 4-year Cohort.

<b>Graduation Rate</b>	<b>Score</b>
≥ 95%	10
93 – 94.9%	9
91 – 92.9%	8
89 – 90.9%	7
86 – 88.9%	6
80 – 85.9%	5
67 – 79.9%	4
50 – 66.9%	3
10 – 49.9%	2
<10.0%	1

- 6. Graduation (Extended Cohorts) Measure** awards additional points based on the percentage increases across cohorts in 5-, 6- and 7-year graduation rates. This measure applies only to schools that serve students in grade 12 who were expected to graduate but did not graduate with their Adjusted 4-year Cohort.

<b>Extended Cohort Graduation Rate</b>	<b>Additional Points</b>
≥ 22%	2
13 – 21.9%	1

- 7. Regular Attendance Measure** is based on the percentage of students who regularly attended school (missed less than two days of school per month, on average).

<b>% Regularly Attending</b>	<b>Score</b>
98 – 100%	10
86 – 97.9%	9
82 – 85.9%	8
78 – 81.9%	7
75 – 77.9%	6
72 – 74.9%	5
69 – 71.9%	4
66 – 68.9%	3
60 – 65.9%	2
0 – 59.9%	1

- 8. Ninth Grade on-Track Measure** is based on the percentage of first-time ninth-grade students who are on track to graduate with their cohort in a four-year timeframe.

% On-Track	Score
92 – 100%	10
87 – 91.9%	9
81 – 86.9%	8
76 – 80.9%	7
71 – 75.9%	6
67 – 70.9%	5
60 – 66.9%	4
54 – 59.9%	3
41 – 53.9%	2
0 – 40.9%	1

- 9. Dual Credit Measure** is based on the percentage of students in grades 9–12 enrolled in the dual credit programs.

% Enrollment	Score
82 – 100%	10
70 – 81.9%	9
61 – 69.9%	8
53 – 60.9%	7
42 – 52.9%	6
30 – 41.9%	5
16 – 29.9%	4
5 – 15.9%	3
1 – 4.9%	2
0 – 0.9%	1

- 10. English Language Proficiency Progress Measure** is based on the percentage of students making sufficient progress to exit English language development services in a 6-year timeframe, based on the annual English Language Proficiency assessment.

% Progressing	Score
63 – 100%	10
55 – 62.9%	9
49 – 54.9%	8
44 – 48.9%	7
39 – 43.9%	6
33 – 38.9%	5
25 – 32.9%	4
18 – 24.9%	3
12 – 17.9%	2
0 – 11.9%	1

## 2023 WSIF Indicator Weights

Weights are determined by which indicators are available for a given school or student group. The table below shows the weight assignments for the different possibilities. Smaller schools may fall outside a typical category if there are not enough students in a student group to generate a value for a particular indicator.

**Figure 2: 2023 WSIF Indicator Weighting**

Typical Grades Served Given Indicators	Indicator Availability and Grade Level Notes	Academic Achievement Indicator	Other Academic Achievement Indicator	Graduation Rate Indicator	ELP Progress Indicator	School Quality or Student Success Indicator
<b>K-12</b>	All indicators	30%	25%	25%	5%	15%
<b>K-8</b>	No grad	40%	50%	N/A	5%	5%
<b>7-9</b>	Typical junior high	30%	50%	N/A	5%	15%
<b>10-12</b>	No 9th grade	35%	N/A	50%	5%	10%
<b>9-12</b>	No ELP Typical HS	30%	N/A	50%	5%	15%
<b>K-12</b>	No ELP	35%	25%	25%	N/A	15%
<b>K-8</b>	No grad or ELP	40%	55%	N/A	N/A	5%
<b>7-9</b>	No ELP	35%	50%	N/A	N/A	15%
<b>10-12</b>	No 9th grade or ELP	40%	N/A	50%	N/A	10%
<b>9-12</b>	No growth or ELP	35%	N/A	50%	N/A	15%
<b>K-12</b>	No grad, ELP, or 9 <sup>th</sup> grade	40%	50%	N/A	N/A	10%
<b>K-12</b>	No ELP or 9 <sup>th</sup> Grade	30%	30%	30%	N/A	10%
<b>10-12</b>	No ELP or dual credit	40%	N/A	55%	N/A	5%

Table reads: For schools serving students in grades K through 12 and enrolling enough English language development students to have all Indicators, 30% of the composite school score comes from the Student Academic Achievement Indicator, 25% from the Other Academic Achievement Indicator, 25% from the Graduation Rate Indicator, 5% from the ELP Progress Indicator, and 15% from the SQSS Indicator.

# INDICATOR AND MEASURE SPECIFIC DETAILS

## Student Academic Achievement Indicator

### ELA and Math Proficiency Measure

Proficiency Numerator: Number of students who were proficient (Level 3 or Level 4) in the three years included in the measure (2018–19, 2021–22, 2022–23).

Proficiency Denominator: For the three years included in the measure, whichever is higher:

- Number of students tested, OR
- Ninety-five percent of students expected to test.

Additional ELA and Math Proficiency Measure Considerations:

- Includes Smarter Balanced Assessment (SBA) and Washington Access to Instruction and Measurement (WA-AIM) Assessment.
- Grades included are 3–8 and 10.
- “Proficient” is earning a level 3 or 4 or previously passed.
- Students under 0.8 full-time enrollment are not required to participate and are not included in accountability.
- Students with an F1 visa are not required to participate and are not included in accountability.
- English language arts and math measures are calculated separately.
- Minimum N of 20 is applied to the denominator, the number of students expected to test. Three years of data are pooled.

Data Source: for ELA and math proficiency, student ELA and math state assessment results were pulled from internal OSPI databases. For the 2023 WSIF, data from school years 2018–19, 2021–22, and 2022–23 were used. School districts can find assessment results in WAMS or WAQuery.

Participation Rate: In addition to the ELA and math proficiency calculation above, if a school fails to meet 95% participation for each of the three data years included in WSIF, the score for that subject is lowered by 1 point.

## Other Academic Achievement Indicator

### ELA and Math Student Growth Percentile Measure

Student Growth Percentile: The median Student Growth Percentile (SGP) among students within a student group.

Additional Student Growth Percentile Considerations:

- To receive an SGP, students must have at least two consecutive years of testing data.
- English language arts and math measures are calculated separately.
- The 2023 WSIF calculation includes SGP data from 2019 and 2023.

- Minimum N of 20 is applied to the number of students with a Student Growth Percentile over a two-year period per content area per school. Student growth is calculated for grades 4–8.

Data Source: SGPs were pulled directly from internal OSPI databases. For the 2023 WSIF, data from school years 2018–19 and 2022–23 were used. Results can be found in WAMS.

## Graduation Indicator

### 4-Year Cohort Graduation Rate Measure

Adjusted 4-Year Cohort Rate Numerator: The number of students who graduated in 4 years based on their first entry into the ninth-grade cohort.

Adjusted 4-Year Cohort Rate Denominator: The number of students in the cohort.

Additional Graduation Considerations:

- For the Adjusted 4-year cohort rate, three years of data are combined (Classes of 2021, 2022, 2023).
- Graduation rates are calculated using the “adjusted cohort rate” methodology. Students are placed in a cohort based on the year they enter ninth grade for the first time. The cohort is adjusted for students who officially transfer in or out of a school or out-of-state.
- There is no minimum N requirement for extended-year rate calculation.

### Extended Cohort Graduation rate measure

The Extended Cohort graduation calculation recognizes the work schools do to serve students after four years by including additional points for schools that have made the most significant gains in graduating students in years five, six, and seven.

Additional points calculation looks at the percentage increase of students that graduate in extended time frames; for example, the change of the 2022 4-year to 5-year cohort, plus the change of the 2021 5-year to 6-year cohort, plus the change of the 2020 6-year to 7-year cohorts. The three percentage changes from those three cohorts will be combined, and a school will be assigned additional points of 0, 1, or 2 based on the distribution of increases statewide. Up to two additional points can be added to a school’s score, with a maximum score of 10.

Extended Cohort Graduation Rate Change:

The percentage increase of additional graduates in extended years. Total extended year change = (5-year rate minus 4-year rate for the Class of 2022) + (6-year rate minus 5-year rate for the Class of 2021) + (7-year rate minus 6-year rate for the Class of 2020).

The additional points related to the graduation rate score are awarded to schools with relatively higher changes in their 5-, 6-, and 7-year graduation rates. Based on the percentile ranking of the extended cohort graduation rate change, schools in the 91–100 percentile will receive two additional points. Schools in the 81–90 percentile will receive one additional point, and schools in the 0–80 percentile will receive 0 points.

Data Source: for Adjusted 4-, 5-, 6-, and 7-Year Extended Cohort Graduation Rates: Student graduation rates were pulled directly from internal OSPI databases. For the 2023 WSIF, the 4-year

cohort includes the 2021 4-year cohort, 2022 4-year cohort, and 2023 4-year cohort. Extended cohort graduation change calculations use the 2020 7-year cohort, 2021 6-year cohort, and 2022 5-year cohort.

Minimum N of 20 is applied to the number of students in the 4-year adjusted cohort rate aggregated over a three-year period.

## School Quality or Student Success Indicator

### Regular Attendance Measure

Regular Attendance Numerator: The number of students with less than an average of two monthly absences enrolled for the last three years.

Regular Attendance Denominator: The number of students enrolled for at least 90 calendar days between September 1st and June 1st in each of the data years. **Note**: A truncated timeline for the 2019–20 school year is being used.

#### Additional Regular Attendance Measure Considerations:

- Each student's attendance will be reviewed per school year and rolled up to three years of data.
- Only full-day absences are considered a day of not attending.
- Absences and enrollment data are calculated between September 1 and June 1.
- For the 2019–20 school year, absence and enrollment data are calculated between September 1 and February 28.
- Multiple partial-day absences are not combined into composite full-day absences.
- Excused and unexcused absences are both included in the "absence" calculation.
- For the 2023 WSIF, data from school years 2019–20 (adjusted Sept–Feb only), 2021–22, and 2022–23 were used, and student enrollment and absence data were included.
- Minimum N of 20 is applied to the number of students enrolled for more than 90 calendar days over a three-year period.

Data Source: Student regular attendance data were pulled directly from CEDARS on January 8, 2024, specifically the following CEDARS elements:

- Student Enrollment Dates: Element C06 and C09
- Student Absences: Elements N06 and N07

### Ninth Grade on-Track Measure

Ninth Grade on-Track Numerator: The number of first-time 9th-grade students that have earned all credits attempted.

Ninth Grade on-Track Denominator: The number of first-time 9th-grade students that attempted a credit.

#### Additional Ninth Grade on-Track considerations:

- Letter grade isn't considered, only credits earned, and credits attempted.
- Includes all records where a student attempted and earned credits at each school attended (credits only counted at school attended, no transfer credits considered).

- Attempted credit does not include withdrawals.
- Combines three years of data.
- Minimum N of 20 is applied to the number of first-time 9th-grade students who have attempted one or more credits over a three-year period.

Data Source: Student Ninth Grade on-Track data was pulled directly from CEDARS on January 8, 2024, specifically the following CEDARS elements:

- Student Courses Attempted: H11
- Student Credits Earned: H12

For the 2023 WSIF, data from school years 2020–21, 2021–22, and 2022–23 were used, and student grade history and course data were included.

## **Dual Credit Measure**

Dual Credit: The percentage of all enrolled students who completed a dual credit course in grades 9–12.

Dual Credit Numerator: The number of high school students (grades 9, 10, 11, and 12) who have completed a dual credit course.

Dual Credit Denominator: The number of high school students that attempted a credit.

### Additional Dual Credit Considerations:

- "Completion" of a dual credit course is defined as any course grade other than "Withdrawn" for any course considered a dual credit course.
- "Attempted a credit" is defined as a student having a record with credits attempted > 0 in the Student Grade History File (H).
- Attempted credit does not include withdrawals.
- Dual credit courses include AP, IB, College in the High School, Cambridge, Running Start, or CTE Dual Credit.
- The measure is student-level, not course-level. If a student has completed any dual credit course, that student will be counted once in the numerator (one completion is counted the same as multiple completions).
- Running Start courses are attributed to the last school in the district where the student was enrolled.
- Letter grades or whether college credits are awarded are not considered; enrollment and successful completion are the included characteristics.
- Combines three years of data.
- Minimum N of 20 is applied to the number of students taking any course at a school serving at least one high school grade (9–12) over a three-year period.

Data Source: Student dual credit participation data pulled directly from CEDARS on January 8, 2024, specifically the following CEDARS elements:

- Letter Grade: H10
- Credits Attempted: H11
- Student Course Designation Code: H13

For the 2023 WSIF, data from school years 2020–21, 2021–22, and 2022–23 were used, and included student enrollment data.

## English Language Proficiency Progress Indicator

### English Language Proficiency Progress Measure

English Language Proficiency Numerator: The number of students who made adequate progress to be on the path to transition out of services within six years (see Table 4), plus the number of students who entered the program and transitioned in the same year.

English Language Proficiency Denominator: The number of students with valid WIDA results in 2022 and 2023, plus the number of students who enter the program and transition in the same year.

#### Additional English Language Proficiency Progress Measure Considerations:

- For the 2023 WSIF, the baseline year is school year 2021–22.
- Washington will calculate the English language proficiency progress measure by comparing the student's 2022 WIDA results to their 2023 results to determine whether they are progressing.
- Students who test into services and transition in the same year are counted as progressing.
- Title III Native American students in English language development program services are also included in these calculations.
- Only students who meet the half-year enrollment criteria are included.
- A score of 4.7 or above is needed to transition out of services.
- Minimum N of 20 is applied to the number of students with valid WIDA scores in 2022 and 2023 per school. One year of progress is included in the measure.

**Figure 4. Adequate Progress Toward English Language Proficiency**

Baseline Score	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>1.0</b>	2.0	2.8	3.4	3.9	4.3	<b>4.7</b>
<b>1.1</b>	2.1	2.9	3.4	3.9	4.3	<b>4.7</b>
<b>1.2</b>	2.2	3.0	3.5	4.0	4.4	<b>4.7</b>
<b>1.3</b>	2.3	3.0	3.5	4.0	4.4	<b>4.7</b>
<b>1.4</b>	2.4	3.1	3.6	4.0	4.4	<b>4.7</b>
<b>1.5</b>	2.4	3.1	3.6	4.0	4.4	<b>4.7</b>
<b>1.6</b>	2.5	3.2	3.7	4.1	4.5	<b>4.7</b>
<b>1.7</b>	2.6	3.2	3.7	4.1	4.5	<b>4.7</b>
<b>1.8</b>	2.6	3.2	3.7	4.1	4.5	<b>4.7</b>
<b>1.9</b>	2.7	3.3	3.8	4.2	4.6	<b>4.7</b>
<b>2.0</b>	2.8	3.4	3.9	4.3	<b>4.7</b>	
<b>2.1</b>	2.9	3.4	3.9	4.3	<b>4.7</b>	
<b>2.2</b>	3.0	3.5	4.0	4.4	<b>4.7</b>	
<b>2.3</b>	3.0	3.5	4.0	4.4	<b>4.7</b>	



Baseline Score	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2.4	3.1	3.6	4.0	4.4	4.7	
2.5	3.2	3.7	4.1	4.5	4.7	
2.6	3.2	3.7	4.1	4.5	4.7	
2.7	3.3	3.8	4.2	4.6	4.7	
2.8	3.4	3.9	4.3	4.7		
2.9	3.4	3.9	4.3	4.7		
3.0	3.5	4.0	4.4	4.7		
3.1	3.6	4.0	4.4	4.7		
3.2	3.7	4.1	4.5	4.7		
3.3	3.8	4.2	4.6	4.7		
3.4	3.9	4.3	4.7			
3.5	4.0	4.4	4.7			
3.6	4.0	4.4	4.7			
3.7	4.1	4.5	4.7			
3.8	4.2	4.6	4.7			
3.9	4.3	4.7				
4.0	4.4	4.7				
4.1	4.5	4.7				
4.2	4.6	4.7				
4.3	4.7					
4.4	4.7					
4.5	4.7					
4.6	4.7					

- Student proficiency progress is estimated one year at a time and compared to the target for that year; progress toward transition is not cumulative for the purposes of calculating this measure. In other words, the annual progress target will be reset each year for each student.

**Table 5. Growth Needed for Annual Progress**

Baseline Score Range	Target Growth Amount
1.0 to 1.4	1.0
1.5 to 1.7	0.9
1.8 to 2.2	0.8
2.3 to 2.5	0.7
2.6 to 2.8	0.6
2.9 to 3.5	0.5
3.6 to 4.3	0.4
4.4	0.3
4.5	0.2
4.6	0.1

Data Source: English Language Proficiency Progress: Student assessment results are pulled directly from internal OSPI databases.

For the 2023 WSIF, WIDA results from school years 2021–22 and 2022–23. WIDA results can be found in WAMS.

## CONTACTS

Topic	Contact Name/Email
Assessment / Proficiency / Student Growth Percentiles / Average Achievement Level	<a href="mailto:assessmentanalysts@k12.wa.us">assessmentanalysts@k12.wa.us</a>
Dual Credit	Tim McClain <a href="mailto:Tim.mcclain@k12.wa.us">Tim.mcclain@k12.wa.us</a>
English language proficiency progress	<a href="mailto:assessmentanalysts@k12.wa.us">assessmentanalysts@k12.wa.us</a>
Graduation rates	<a href="mailto:accountabilitydata@k12.wa.us">accountabilitydata@k12.wa.us</a>
Ninth grade on-Track	Kefi Anderson <a href="mailto:Kefi.anderson@k12.wa.us">Kefi.anderson@k12.wa.us</a>
Regular attendance	Krissy Johnson <a href="mailto:Krissy.johnson@k12.wa.us">Krissy.johnson@k12.wa.us</a>
Report Card	<a href="mailto:accountabilitydata@k12.wa.us">accountabilitydata@k12.wa.us</a>
School Supports	<a href="mailto:OSSI@k12.wa.us">OSSI@k12.wa.us</a>
WSIF calculations generally	<a href="mailto:accountabilitydata@k12.wa.us">accountabilitydata@k12.wa.us</a>

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**Chris Reykdal** | State Superintendent  
Office of Superintendent of Public Instruction  
Old Capitol Building | P.O. Box 47200  
Olympia, WA 98504-7200